

**Cover Sheet – Social Service Activity**

AGENCY NAME: The Literacy Project, Inc.  
AGENCY ADDRESS: 15 Bank Row, Suite C, Greenfield MA 01301  
AGENCY PHONE NO: 413-774-3934 CONTACT PERSON: Judith Roberts, Exec. Dir.  
CONTACT PERSON EMAIL: jroberts@literacyproject.org  
CDBG FUNDING REQUEST: \$30,000

1. Project Name ***Passport to Success: Adult Education for Economic Self-Sufficiency***
2. Project Description (1-2 sentences)  
*The Literacy Project (TLP) provides free adult literacy classes combined with college and job readiness skill building and advising, enabling adults and out-of-school youth age 16 and over who have no high school credential and/or outdated skills to pursue education as a route to economic self-sufficiency.*
3. Project Location (Street address)  
*724 Main St.—The Literacy Project's Amherst site  
(at Jewish Community of Amherst in East Amherst Village)*
4. Budget Request \$30,000
5. Type of Activity (check one):
  - ☐ Household (family and individual) stabilization
  - ☐ Support services for the homeless
  - ☐ Youth development
  - ☒ Economic self-sufficiency (adult education)
  - ☐ Food and nutrition
  - ☐ Health services
  - ☐ Other – please explain
6. National Objective:  
Total number of beneficiaries (individuals served): *40/65% Amherst residents*  
Total Low/Mod beneficiaries (individuals served): *36*

**Please submit responses to the following questions:**

**National Objective Description**

- Describe in detail how your project will meet a national objective and how it will be documented to ensure that participants meet low/moderate income requirements.
- Limited clientele projects must document compliance by one of the following methods:
  - For projects that do not provide “income payment” forms of assistance, beneficiaries may “self-declare” their eligibility, generally by completing and signing a form declaring household sizes and income ranges.
  - For projects that offer income payments or subsidies, income must be documented.
  - For projects where the user profile will be low- and moderate-income, a description of the profile must be presented so that the conclusion, without a doubt, will be to benefit low- and moderate- income persons.

*Passport to Success: Adult Education for Economic Self-Sufficiency provides academic classes and college/job readiness skill building to help predominantly low-income community members, including immigrants/refugees and those who lack a high-school credential and/or up-to-date job skills, pursue economic self-sufficiency. We document income eligibility by gathering self-declared information on annual household income and family size using the attached form.*

**A. Demonstrate Consistency with Community Priorities**

- Describe how the proposed project is consistent with the Community Priorities.
- To meet this threshold a proposed project must relate to a community development need or needs identified by the Priorities.

*The proposed project is consistent with the 2018 community services priorities by providing adult education services that help develop economic self-sufficiency. TLP’s adult education services combine academic classes for attaining a high-school credential with on-site college and job readiness skill building and advising. TLP is the only Amherst social service providing this model of free, comprehensive adult education for attaining education and job skills.*

**B. Agency Information**

- Provide an overview of your organization, including length of time in existence, experience in successfully conducting activities for which funding is being sought, and skills and current services that reflect capacity for success.

*The Literacy Project’s mission is to provide adult basic education programs and opportunities that support participants to engage meaningfully and equitably in the economic, social, cultural and civic life of their communities.*

*TLP has provided adult education services in western Mass. since 1984 and in Amherst since 1995. Since 2005, college and job readiness services have provided intensive guidance, helping hundreds of students to overcome barriers to continuing their schooling and attain college and job readiness skills.*

*TLP has successfully completed similar projects within contracted timeframes with a funding mix that includes several multi-year Mass. DESE grants, block grant funding for all classrooms, other state and federal funding, private foundation grants, and community donations.*

*Services include:*

- *Academic classes that serve students at the basic literacy, pre-HSE (High-School Equivalency), HSE preparation, and College Readiness levels, and integrate computer literacy activities. Each class is led by a staff Teacher aided by trained Volunteers*
- *In-class college and job readiness activities to explore occupational interests, gain knowledge of workplace expectations, develop computer skills, learn about post-secondary education opportunities and learn about college. Individual advising for goal setting, action planning and taking next steps such as applying for a job or completing the FAFSA and for problem-solving to overcome obstacles to pursuing education/job readiness goals and connect with other social services*

- Explain your short-term goals and long-term goals.

***Short-term goals—Beneficiaries will make continual progress towards:***

- *Readiness for taking the HiSET, as demonstrated through ongoing assessment*
- *Goal-setting and action planning and achievement of defined education/career planning activities that are significant steps toward post-secondary education/training and job readiness, customized to each individual's documented education and job goals*

***Long-term goals—Beneficiaries will achieve pre-defined interim and major outcomes (college and job activities are customized to each individual's goals):***

- *Obtain high-school equivalency*
- *Enroll in/complete a college transitions program / class / workshop*
- *Apply to College or Training Program*
- *Register at /use Career Center*
- *Complete a job interview*
- *Obtain work-related certification*
- *Obtain a job*
- *Get a raise / promotion / more satisfying/appropriate employment*
- *Enroll in/complete a college level course*
- *Enroll in a college degree/certificate program*

**C. Project Budget Information**

- Provide a detailed budget for the proposed program to include program delivery and direct program costs, and include all sources of revenue and all expenses.

*Please see attached.*

- Cite Sources of Other Project Funds.

*Other sources of funds are provided annually by MA DESE—\$101,527 (TLP is in year 1 of a 4-year grant cycle and we assume continued funding); SNAP Education and Training Funds—\$6000, Hampshire County United Way—\$2500 (year 3 of a 3-year grant cycle, and we anticipate renewed funding), as well as donations from private foundations and individuals.*

- If applicable, describe and document the availability and source of matching or other funds needed to complete the project. In-kind services are accepted only as directly related to the project.

*In-kind services are provided by classroom volunteers—in FY18, TLP/Amherst benefited from 20 volunteers who donated a total of 840 hours with an in-kind value of \$26,191*

- Document the experience of the provider, costs of comparable services and the process used to review the accuracy of the budget.

*TLP has a history of successful completion of similar projects in its other classrooms within proposed budgets and timeframes. The total cost of serving the proposed program's 40 beneficiaries will be \$4274*

*per beneficiary per year. There are no comparable services providing this adult education model. Budget process is based on detailed projections of salary by employee and analysis of past year's expenses and non-personnel items. Resulting expense budgets are compared to anticipated revenues to ensure a balanced budget.*

- Explain the qualifications of person who prepared the budget.

*The budget was prepared by TLP's executive director, Judith Roberts, who provides overall management, fiscal oversight and supervisory support to all TLP/Amherst staff including Sheila Murphy, Amherst site director. Ms. Roberts previously served as coordinator of workplace education at Center for New Americans, Northampton, and transitions director at CARE Center, Holyoke. She also has extensive business management background as president and general manager of two small businesses and sales and marketing manager for other area businesses.*

**Answers for Parts D—H must not exceed three (3) pages**

**D. Project Description**

- Please provide a summary of the proposed project. The summary should include a detailed scope of the total project, including the non-CDBG funded components.

*7.5 hours a week of academic classes for pre-HSE and HSE students; 5 hours of academic classes a week for basic literacy students; 4 hours of academic classes a week for College Readiness students; Career Pathways activities integrated into class for all students, such as career exploration, post-secondary/employment planning, and general job readiness skills. Academics are contextualized to the health care, manufacturing, and culinary/hospitality fields and provide chances to connect with local employers. Computer literacy skills are integrated throughout, including activities such as online job search/applications and navigating college websites. 10 hours a week for individual Education and Career Advising as needed to help students take needed steps and address barriers to success including personal readiness such as time management and communication skills and referrals to social services.*

- Demonstrate that the activity has been prioritized by the community at the local level.

*A High School Diploma or its Equivalency are required for entry into post-secondary education and training programs and also for employment that pays a living wage. Setting education and employment goals, exploring occupations, learning about workplace expectations and developing job readiness skills, and learning about post-secondary education and training opportunities and how to access them are activities that are essential for students to learn in order to be successful in the workplace and reach economic self-sufficiency. The proposed project is consistent with the 2018 community services priorities by providing adult education services that help develop economic self-sufficiency.*

- Include information on the number of individuals or families to be served and who they are, i.e. disabled, low-income, homeless, etc.

*TLP/Amherst expects to serve 40 beneficiaries, 65% Amherst residents and 36 LMI, including immigrants/refugees who have English fluency but no high-school credential and adults who did not complete high school and need to update job skills.*

**E. Project Need**

- What is the need for the proposed project/program?

*Jobs that enable economic self-sufficiency require at least some college/post-secondary training, and 2012–2016 American Community Survey 5-year estimates for Amherst Center CDP indicate that among residents age 25 and over: over 18% have a high school credential or less; over 23% of those with less than a high school credential and over 25% of those with only a high school credential live in poverty—rates decrease significantly among those with some college or more.*

- Define the need or problem to be addressed by the proposed project. Explain why the project is important.

*Adult education students face a mix of challenges. This project is important in providing learner-centered, integrated services to support the whole person and thus improve likelihood of success.*

**F. Community Involvement and Support**

- Demonstrate the involvement and opportunities available for the community and/or potential beneficiaries in the identification, planning and development of the proposed project.

*Beneficiary educational levels and career goals continually inform instruction and advising. TLP maintains contact with community agencies to solicit potential beneficiaries and refer students as needed to ensure a web of services that avoids duplication.*

- Define the process to be used to maintain involvement of the project beneficiaries in the implementation of the project.

*Instructional/advising methods responsive to individual interests, needs, and learning styles; Support by*

*trained classroom volunteers; Annual student surveys; Student advisory meetings*

#### **G. Project Feasibility**

- Why is the proposed project/program feasible?

*TLP has a long, successful implementation of these services. In FY18 the agency served 172 enrolled students, 188 through Education/Career Advising, and 53 through MA Hire Franklin Hampshire Career Center outstation: 37 passed the HiSET, 22 got a job; 8 enrolled in post-secondary education/training. The Amherst site served 39 enrolled students: 3 passed the HiSET, 5 enrolled in post-secondary education/training; 7 conducted job searches, 5 got a new job and 2 improved current job earnings.*

- Demonstrate that the project is capable of proceeding at the time of award, can be effectively managed, and can be physically and financially accomplished within the grant period.

*Lease agreement with JCA Amherst is ongoing; existing administrative and teaching staff along with TLP's multi-year DESE grant will ensure physical and financial success within the grant period.*

- Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of **demand** for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.

*Participation and community referrals show demand. In FY18, 31% of TLP/Amherst students were continuing from the previous year, 17% heard by word of mouth, and 21% heard from CNAM or other community organizations. This year, TLP added a College Readiness class to help students prepare to enter college, including immigrants with a credential from their home country. Classes are fully enrolled most months, and at times there is a short waiting list.*

- Identify and describe the solicitation process used or applicable to the project.

*Solicitation is largely by referral, mainly word of mouth. TLP also conducts in-person and e-mail outreach to community agencies, and as a member of Amherst Human Service Network and COSA.*

- Identify the roles and responsibilities of all personnel involved in the project as well as internal controls.

**TLP Amherst: Amherst/Northampton Site Director (SD) and Agency Outcomes Coordinator Sheila Murphy** (reports to Executive Director)—Outreach, assessment, supervision, site reporting; **HSE and College Readiness Instructor and Education and Career Advisor, Amy Pechukas** (reports to SD) — Instruction, individual advising/ referrals, college-job readiness advising, progress monitoring/documentation, volunteer supervision; **Beginning and Pre-HSE Class Instructor and Education and Career Advisor, Eileen Barry** (reports to SD)—Instruction, individual advising/ referrals, progress monitoring and documentation, volunteer supervision

**Administrative: Executive Director(ED)/Program Director Judith Roberts** (reports to Board of Directors) —Fiscal and program oversight, supervision of site directors and coordinators; **Technology Coordinator Sara MacKay** (reports to ED) —Computer maintenance and training; **Volunteer and Community Planning Coordinator Margaret Anderson** (reports to ED) —Volunteer recruitment/training/support; Publicity and fundraising coordination; **Fiscal & Administrative Coordinator James Marsh** (reports to ED) —Administrative assistance

**Internal Controls—The firm of Bruce D. Norling, CPA, P.C.,** conducts the annual comprehensive fiscal audit (the FY18 audit had no findings); **TLP Board of Directors Treasurer Mark Brumberg, Book Dealer.**

- Citing past accomplishments, document that the agency has the necessary past expertise to conduct the activity and has successfully completed past activities with CDBG or other programs in a timely manner.

*TLP has provided adult literacy services since 1984 and in Amherst since 1995, and education and career advising since 2005. TLP has successfully completed similar projects within contracted*

*timeframes with a funding mix of several multi-year Mass. DESE grants, CDBG funding, other state and federal funding, private foundation grants, and community donations.*

- Describe and identify the project milestones and timeline including unfinished project contracting and other project steps. State the duration of time needed for each milestone, and identify when each milestone will be completed.

*Between Oct. 1, 2019–Sept. 30, 2020: Approximately 15 students will pass the HiSET or achieve an interim or major outcome (approximately 3 each in Q1 and Q4, 4 in Q2, and 5 in Q3); On average, each student will complete 3 activities indicating progress toward a major outcome.*

#### **H. Project Impact**

- What will be the impact of the proposed project/program?

*40 beneficiaries, at least 26 Amherst residents and 36 LMI, will make gains in academic skills and general college and job readiness skills.*

- Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity and will benefit the intended beneficiaries? How much of the need will be addressed?
  - Describe the changes in the target population that indicate the program's success.
  - How will these changes be measured?
  - How will the impact of this service on individual clients be tracked over time?

*We expect: 15 beneficiaries will achieve an interim or major outcome (pass HiSET, enroll in college/vocational/job training, obtain a job/raise/promotion/work certification, interview for a job); all beneficiaries develop goals and an action plan and complete on average 3 activities toward a major outcome (e.g., explore career interests/ skills, learn about workplace expectations and develop work skills including computer literacy, learn about college/training programs, access needed services)*

- Define the direct and indirect outcomes that will result from the project.

*Direct outcomes are the major outcomes/activities discussed above. Increasing literacy has a broad range of indirect outcomes, as beneficiaries can support their families, be involved in their children's education, gain personal and family stability, and be more involved in the community.*

- Identify quantitative and qualitative measures to determine that the outcomes are achieved.

**Quantitative:** *Scale-scored, pre-and post-program assessment of academic skills using the Mass. Adult Proficiency Test (MAPT) or TABE Level L test (for beginning readers); Tracking of student interim and major outcomes and activities in Personal Readiness (goal setting/ planning, develop skills such as punctuality and communications); College Readiness (learn about college/how to pay for it, research training/ certificate programs, enroll in college course/workforce development course); Job & Career Readiness (create a resume, practice interviewing, conduct a job search, obtain a job, move up in a job*

**Qualitative:** *Staff observation and maintenance of meeting notes and other student/staff communications; Regular written student self-assessments of progress.*

- Will this service enable clients to become self-sufficient?

*This service helps clients build the foundation of academics and skills needed to move on to and succeed in the post-secondary education and employment that lead to self-sufficiency.*

- How is this service linked to other human/social service programs in the community?

*TLP/Amherst maintains ongoing contact with Mass Hire Franklin Hampshire Career Center, Holyoke Community College, Greenfield Community College, The Bridge Family Resource Center, Family Outreach of Amherst, Community Action programs: WIOA Youth Programs, and attends regular meetings of the Amherst Human Services Network (AHSN) and the Council of Social Agencies of Hampshire County (COSA).*

## PROJECT BUDGET FORM

Massachusetts CDBG Program FY15- Amherst - Human Service Funding Application

## PROJECT BUDGET FORM

Massachusetts CDBG Program FY16- Amherst - Human Service Funding Application

**Program Name:** The Literacy Project Passport to Success-- Adult Education for

**Program Period:** **12 MONTHS**

October 1,2019 - September 30, 2020

PERSONNEL Position:	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	DESE United Way Donations
GED Instructor	\$ 22.00	37	38	30,932	5,495	25,437
Program Director	\$ 43.21	7	40	12,099	1,728	10,370
Site Director	\$ 23.00	14	38	12,236	3,122	9,114
Ed and Career Advisor	\$ 22.00	10	38	8,360	8,000	360
Technology Coordinator	\$ 23.00	4	40	3,680	1,840	1,840
<b>TOTAL SALARY</b>				<b>67,307</b>	<b>20,185</b>	<b>47,121</b>
Benefits at 15 %				10,096	3,022	7,068
Taxes at 12 %				8,077	2,422	5,655
<b>TOTAL PERSONNEL</b>				<b>85,480</b>	<b>25,630</b>	<b>59,844</b>
<b>ADMINISTRATIVE COSTS</b>						
Rent, utilities				9,109	1,920	7,189
Telephone				1,968	500	1,468
Insurance				533		533
Postage				240		240
Supplies and materials				507	500	833
Travel/mileage				1,108		1,108
Consultants/Subs				1,780	700	1,080
Accounting				1,400		1,400
Reproduction/printing				267		267
Advertising						0
Community events				400		400
other: Student Transportation				147		147
other: Equipment/computers				217		217
other: HiSet test fees				667		667
other: Educational materials				1,333	750	583
other: Educational field trips				453		453
other: Student food				267		267
other: Operating expenses				890		890
<b>TOTAL Administrative</b>				<b>21,286</b>	<b>4,370</b>	<b>17,742</b>
<b>TOTAL PROGRAM COSTS</b>				<b>106,766</b>	<b>30,000</b>	<b>77,586</b>

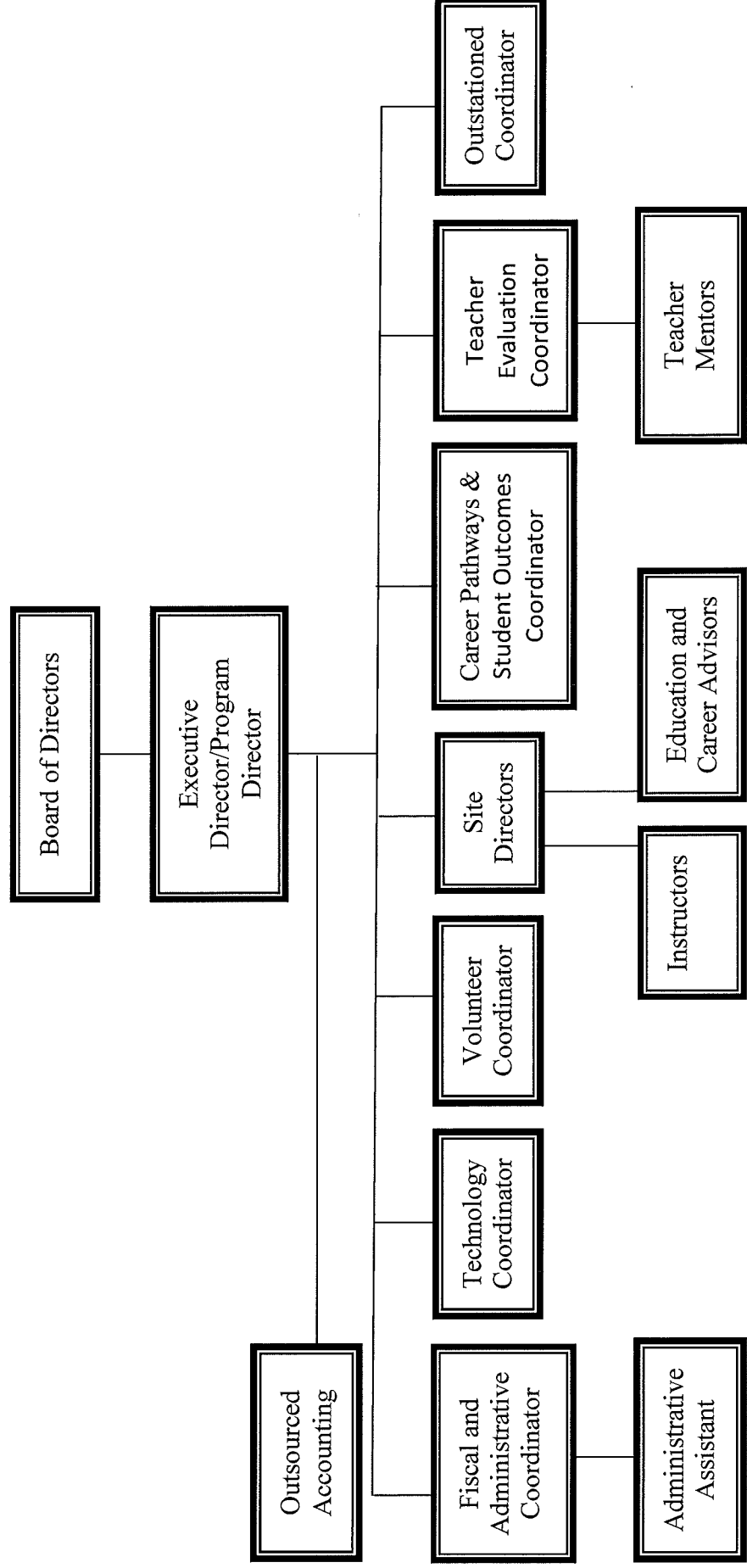


### The Literacy Project: FY 19 Board Approved Budget

Account Short Title	FY 19 Approved Amount
Amherst CDBG	\$30,000
Bete Foundation	\$9,000
DESE Fed	\$156,900
DESE 345	\$330,000
Northampton CDBG	\$9,500
Urban/QVCDC	\$5,000
SNAP	\$30,000
United Way of Franklin County	\$5,869
United Way of Hampshire County	\$7,500
Ware CDBG	\$75,000
Other sources funding	\$65,000
Donations	\$125,000
<b>Revenue Total</b>	<b>\$848,769</b>
Payroll	\$523,106
Fringe & PR Taxes	\$141,239
Accounting Audit	\$8,500
Board Expense	\$300
Copy/print	\$2,000
Corporate fees	\$4,000
Dues and Subscriptions	\$2,500
Educational Supplies	\$7,000
Tech Supplies	\$3,000
Equipment Repair and Rental	\$3,600
Facility Operations	\$11,100
Office Expense	\$4,000
Payroll Service	\$2,000
Postage	\$1,800
Professional Services	\$32,850
Rent	\$59,220
Special Event	\$3,000
Staff travel and training	\$8,310
Student Expense	\$6,500
Student testing	\$5,000
Substitute teachers	\$4,000
Telephone	\$14,760
FR expense	\$300
<b>Expense Total</b>	<b>\$848,085</b>
<b>Net</b>	<b>\$684</b>

# The Literacy Project Organizational Chart

Constituency: Adult learners and out-of-school youth age 16 and over  
in the Franklin/Hampshire counties region of Western Massachusetts





**Board of Directors, 2018-2019 as of December 10, 2018**

**Officers:**

Colin O'Brien, PRESIDENT

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Term Expires: December, 2019

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Term Expires October 2021

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Term Expires: June, 2019



ADMINISTRATIVE OFFICE: 15 BANK ROW, SUITE C, GREENFIELD MA 01301

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*Funded in part by Dept. of Housing and Community Development, Mass. CDBG Program.*



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Term Expires: June 2021

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*Funded in part by Dept. of Housing and Community Development, Mass. CDBG Program.*

Letter of Support A



One Arch Place • Greenfield, MA 01301 • (Use 6 Arch Street for GPS)  
413.774.4361 • 800.457.2603 (toll free) • 413.772.2174 (TTY) • 413.774.2954 (fax)  
masshirefhcareers.org

December 18, 2018

Judith Roberts  
Executive Director  
The Literacy Project  
15 Bank Row Suite C  
Greenfield MA 01301

Dear Ms. Roberts:

MassHire Franklin Hampshire Career Center is please to support your application to the Town of Amherst for CDBG funds to support Adult Basic Education services.

Adult Basic Education is fundamental to a fully educated community and workforce. Businesses in the Franklin Hampshire region have expressed a significant need for basic skills and knowledge across industry sectors including English language, math, and computer literacy all of which contribute to work readiness, job retention, career advancement, the ability to earn a sustaining wage, and the ability to fully engage in civic life.

The Literacy Project continues to be an essential partner in providing literacy, GED attainment, career pathways, and targeted educational programs to address workforce needs of both job seekers and employers. We especially appreciate TLP because you create a welcoming atmosphere and meet students wherever they are on their path to help achieve the next level.

We strongly support your work and your application for CDBG funds.

Sincerely,

A handwritten signature in black ink that reads "Teri Anderson". The signature is written in a cursive, flowing style.

Teri Anderson,  
Executive Director

Letter of Support A



# COMMUNITY ACTION PIONEER VALLEY

## COMMUNITY SERVICES

Center for Self-Reliance  
Food Pantries  
Community Collaborations  
Community Resources & Advocacy  
Franklin County Resource Network  
Homelessness Prevention  
Money Matters  
The Mediation &  
Training Collaborative  
VITA Free Tax Assistance Program

## ENERGY PROGRAMS

Electric Efficiency Audits  
Fuel Assistance  
Heating System Repair  
Weatherization

## FAMILY SUPPORT PROGRAMS

Family Resource Center  
Healthy Families  
Massachusetts Family Center/CFCE  
Parent-Child Home Program

## HARMON PERSONNEL SERVICES

Alternative Staffing Services

## HEAD START & EARLY LEARNING PROGRAMS

Child Care  
Early Head Start  
Head Start

## WIC

Breastfeeding Support  
Nutrition Screening & Education  
Supplemental Food

## YOUTH PROGRAMS

Leadership Development  
Workforce Development  
Groups & Individual Support  
Communities That Care Coalition

## MAIN OFFICES

Franklin County  
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December 19, 2018

To Whom it May Concern,

As the area WIOA youth provider, Community Action relies on the services provided by the Literacy Project to support our out-of-school youth to achieve their HiSet. In WIOA and our other Workforce Development Programs, we see gaining a High School equivalency degree as an essential pre-requisite for success in the workforce.

Without being able to refer youth to the Literacy Project for HiSet classes, a service we can't provide in-house, Community Action would not be able to support the same degree of positive youth outcomes and success in the workforce.

We wholeheartedly support The Literacy Project's application for funding to support their critical programs.

Please contact me with any further questions or concerns. I can be reached via email at [lbenezra@communityaction.us](mailto:lbenezra@communityaction.us) or phone at 413-774-7028.

Sincerely,

Lev Ben-Ezra

Director of Youth & Workforce Development